



Model Lesson Plan

Social Studies

Grade 3

Topic 10 - Montana Indians Differ in Language and Culture

Stage 1 - Desired Results

Established Goals:

- Students will know that there are differences among tribes—i.e., languages, cultures, and government (GLE 6:3.1,2)
- REVIEW as needed: Students will know and locate the seven Indian reservations of Montana. (GLE 3.1)
- Students will know about the importance of tribal communication then and now, tribal language development and similarities, endangered tribal languages. (GLE 3.5.1;3.6.1.2)

Understandings:

- Each tribe has its own language; language is an important part of a tribe's culture. (GLE 3.3.2)
- Each tribe has a unique culture, separate from other tribes' cultures. (GLE 3.3.2)
- Some MT reservations have more than one tribe on them; these tribes must work together to preserve the unique tribal cultures (e.g., Fort Belknap and Fort Peck Reservations and governments).

Essential Questions:

- What is language?
- Why is it important to know that each tribe has its' own language?
- How can you tell the difference between different tribes' languages?
- How was it that each tribe developed its' own language as opposed to all tribes having the same language?
- Are there tribal languages that are in danger of extinction?
- How could language extinction be prevented?
- What is the government like on a reservation shared by more than one tribe?

Students will know...

Students will be able to...

- Explain that members of tribes speak English, but they also have a tribal language.
- Explain what "extinct" means; they will explain why many tribal languages are in danger of becoming extinct.
- Explain that each Montana tribe has its own language and culture; on shared reservations both tribes must work to save both languages.
- Talk about the characteristics (unique languages, cultural elements, for example) of identified tribes, using their notes and work sheets they have produced as they compare information about tribes.
- Explain that there are seven Indian reservations in Montana, and 12 tribes live on these reservations; however, some tribal members do not live on reservations.
- Write definitions for language, extinction and language extinction. They will take down important information in their notebooks and on class assignments as they explore essential questions and process through suggested activities.
- Share information about Montana tribal languages, cultures, community, and trade with others in classroom discussions.

Stage 2 - Assessment Evidence

Performance Tasks:

- Each student produces a map which shows the seven Indian reservations and their capitals. Indicators of quality for the proficient level include: informative title of map which allows the reader to determine the map's purpose, neat handwriting, all words spelled correctly, all reservations and capitals accurately represented.

Other Evidence:



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- Each student keeps a notebook of the new words learned, with definitions and ideas about each word. Indicators of quality for the proficient level include: All new vocabulary words are carefully defined, and sometimes a sentence is written to indicate that the student knows how to use the word correctly in context. The notebook is easy to read, and the student uses the vocabulary words to review, at intervals decided by the teacher.
- Each student knows the quality indicators required to be at the proficient level for the map and notebook assignments. (See rubric)

Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work.
- H= Teacher and students should discuss the Essential Questions. These Essential Questions will guide their discussions and the whole-class activity.
- E= Teachers guide the discussion activities carefully, checking frequently for student understanding and misconceptions. Students are working on their broad understanding of “extinct languages” and languages that are in danger of becoming extinct.
- R= Students listen carefully; the purpose is to learn more, and where necessary, revise their ideas about the usefulness of language, based on their understandings. By the end of the discussion, students should be able to tell about the importance of languages, and why language extinction is occurring.
- E= Students participate in instructional activities which have been designed to show the importance of language.
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should perform based on their different needs and abilities.
- O= Students will complete these activities in about 2 class periods; this should keep student engagement and learning high.

“SHOP UNTIL YOU DROP”

- Divide students into small groups.
- Tell them that they all speak a different language and must secure items from the other groups that they need to survive.
- This can be simulated using items needed for returning to school, items needed to make cookies, a new pair of shoes, etc.
- Each group of students is provided with necessary items to trade, but none speak the same language.
- Ask students in individual groups to record how they are going to attempt to get chocolate chips for cookies or pencils from the group that has the chocolate chips or pencils (or whatever simulation you choose) when they are unable to speak their language.
- Some answers that you might expect may be to use signals or signs; just take what they need (which happened historically with the obvious disagreement taking place), depending on the groups, this might make the activity more interesting. Maybe all students don’t need what a group has to offer, and the group wants to keep what they have to trade with another group to obtain an alternative good.
- After students decide what they need from the other groups, they predict or plan how to obtain these goods.
- Remind students that classroom policies or rules remain in place unless you are comfortable with chaos. The chaos might make the simulation more accurate however!
- After an appropriate time has passed or the activity has reached an ending point it is extremely important to process what happened during the activity. Ask the students: How did this work for your group? What happened? What means of communication did you use? Did it work? How do you think this happened in the past when American Indian groups visited historic trading gathering places?
- All responses should be recorded as a group. Students then should be asked to write their personal response to the question: What would be the best way for me to communicate with someone whose language I did not understand?

This second activity may take a shorter amount of time and be easier.



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“NEED BEADS?”

- For this activity materials needed are: four colors of beads with enough for each member of the class to have one bead of each color (plastic pony beads are available at any craft section at the many varied “all in one” shopping centers), leather lace cut into lengths that, if tied, would fit the wrist of the students.
- Each student gets a length of lace and 4 beads of the same color.
- The activity directions are: Students cannot speak during this activity but must by the end of 3 minutes have a bead of every color to put on their bracelet. All speaking must stop, allow students to mingle to exchange beads, when they all have a bead of each color, the student should thread their beads on the leather lace and tie. This will signal that the student has completed the activity.
- This activity can be made more difficult by giving uneven number of colored beads to students so it is more difficult for students to obtain the colors they need.
- Follow this activity with a discussion of what happened, how students communicated, how they would communicate if they did not share the same language, for example.

Resources and Notes:

Vocabulary

- New: Language, language extinction, communication, language development
- Review: reservation, Crow, Northern Cheyenne, Dakota, Gros Ventre, Assiniboine, Chippewa-Cree, Blackfeet, Salish, Kootenai, Pend d'Orielle, Little Shell Chippewa, Fort Peck, Flathead, tribe, culture
- Teacher Resource: Read “*Endangered Native American Languages: What is to Be Done and Why?*” by James Crawford <http://our-world.compuserve.com/homerpages/JWCRAWFORD/brj.htm>